

Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Knowledge and Skills

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include
 - a) the importance of significant friends or adult mentors;
 - b) the relationship between self-image and gang-related behaviors;
 - c) the effects of environmental influences on personal health;
 - d) refusal strategies related to alcohol, tobacco, and other drugs;
 - e) prevention of communicable and noncommunicable diseases.
- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include
 - a) relationships of dietary guidelines to eating habits;
 - b) the interconnection of the body systems;
 - c) the effects of disease on the functions of the body;
 - d) the relationship of drugs, alcohol, tobacco, and inhalants to body functioning.
- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include
 - a) the effects of stress;
 - b) respect for individual differences;
 - c) positive and negative responses to criticism;
 - d) the effects of peer pressure;
 - e) issues related to body image and weight management.
- 6.4 The student will analyze the consequences of personal choices on health and well-being. Key concepts/skills include
 - a) the connection between self-image and personal success;
 - b) the importance of accepting responsibility for personal actions;
 - c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;
 - d) identification of risk behaviors;
 - e) strategies for preventing and responding to injuries.

- 6.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
- a) safety habits in vehicles and public areas;
 - b) first aid and safety practices;
 - c) strategies to avoid accidents;
 - d) the need for and use of protective gear;
 - e) awareness of behaviors that can result in violent acts.

Information Access and Use

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include
- a) assessment of personal and family wellness;
 - b) recognition of the persuasive tactics used by various types of media;
 - c) interpretation of the contraindications for prescription drugs and over-the-counter medicines.

Community Health and Wellness

- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include
- a) involvement in community and family projects;
 - b) development of increased leadership-role participation;
 - c) development of peer mediation techniques;
 - d) demonstrate respect for the opinions and beliefs of other individuals;
 - e) respect for rules and regulations.